

DOCUMENT RESUME

ED 321 536

FL 018 622

AUTHOR Berney, Tomi D.; Keyes, Jose L.
 TITLE Career Awareness and Resource Education: Project CARE 1988-1989. OREA Report.
 INSTITUTION New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
 SPONS AGENCY Department of Education, Washington, DC.
 PUB DATE Apr 90
 GRANT T003A80307
 NOTE 33p.
 PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS Attendance; Cultural Education; Dropout Rate; *English (Second Language); Extracurricular Activities; Federal Programs; Guidance Programs; High Schools; *Hispanic Americans; *Limited English Speaking; Native Language Instruction; Parent Participation; Program Descriptions; *Program Evaluation; Second Language Learning; Tutoring
 IDENTIFIERS *Content Area Teaching; Language Assessment Battery; *Project CARE NY

ABSTRACT

The Career Awareness and Resource Education Program (Project CARE) served 425 limited English proficient students at two New York City high schools. The students, all Hispanic, were enrolled in English as a Second Language (ESL) classes, Native Language Arts Classes (NLA), and content area subjects. The program provided guidance, tutoring, and extracurricular activities designed to acquaint students with American culture while preserving their native culture. The program also encouraged parental involvement. Project CARE met its native language objectives in that 75 percent of participating students improved their native language skills, but did not have equivalent success with the ESL objective since less than 75 percent of the students showed significant improvement in English language skills as measured on the Language Assessment Battery. Students did, however, show a mean increase in English language skills. The project did not meet its content area objective calling for at least 70 percent of the students to pass their courses in mathematics, science, and social studies, and only partially met the goal of improving attendance rates. The dropout rate for project CARE students was less than for mainstreamed students. (Author/JL)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to:

FL

In our judgment, this document is also of interest to the Clearinghouses noted to the right. Indexing should reflect their special points of view.

UD



OREA Report

EVALUATION SECTION REPORT

CAREER AWARENESS AND RESOURCE EDUCATION
PROJECT CARE

Grant Number T003A80307

1988-89

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
in the person or organization



es have been made to improve
n quality.

Points of view or opinions stated in this docu
necessarily represent official

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

R. Tobias

TO THE EDUCATIONAL RESOURCES.

FINAL EVALUATION REPORT
John E. Schoener, Chief Administrator
April 1990

EVALUATION SECTION REPORT

CAREER AWARENESS AND RESOURCE EDUCATION
PROJECT CARE
Grant Number T003A80307

1988-89

Prepared by
The Multicultural/Bilingual Education Evaluation Unit
Tomi Deutsch Berney, Evaluation Manager
Jose L. Keyes, Evaluation Consultant

New York City Board of Education
Office of Research, Evaluation, and Assessment
Robert Tobias, Director



NEW YORK CITY BOARD OF EDUCATION

Robert F. Wagner, Jr.
President

Irene H. Impellizzeri
Vice President

Gwendolyn C. Baker
Amalia V. Betanzos
Stephen R. Franse
James F. Regan
Edward L. Sadowsky
Members

Joseph A. Fernandez
Chancellor

It is the policy of the New York City Board of Education not to discriminate on the basis of race, color, creed, religion, national origin, age, handicapping condition, marital status, sexual orientation, or sex in its educational programs, activities, and employment policies, as required by law. Any person who believes he or she has been discriminated against should contact his or her Local Equal Opportunity Coordinator. Inquiries regarding compliance with appropriate laws may also be directed to Mercedes A. Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Room 601, Brooklyn, New York 11201; or to the Director, Office for Civil Rights, United States Department of Education, 26 Federal Plaza, Room 33-130, New York, New York 10278.

1/1/90

CAREER AWARENESS AND RESOURCE EDUCATION PROGRAM
PROJECT CARE
1988-89

SUMMARY

- Project CARE was fully implemented. Students received instruction in English as a Second Language, Native Language Arts, and bilingual content area and preoccupational subjects, as well as art, music, and physical education using E.S.L. techniques.
- The program met its objectives for Native Language Arts, support services, extracurricular activities, and dropout rates. The project failed to meet objectives in English as a Second Language, the content areas, and attendance. Project CARE failed to provide data for parental involvement and students' attitudes toward school and culture.

The Career Awareness and Resource Education Program (Project CARE) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded program in its first year of a three-year funding cycle. It served 425 students of limited English proficiency (LEP)--331 at Flushing High School in Queens and 94 students at Eastern District High School in Brooklyn.

Students participating in Project CARE enrolled in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), and content area subjects. The program provided guidance, tutoring, and extracurricular activities to acquaint students with American culture while preserving their native culture. It also offered parental involvement activities. The program originally targeted both Chinese and Hispanic students, but, with the approval of Washington, it eliminated its Chinese component for lack of students.

Project CARE met the objective that 75 percent of its students would improve their native language skills. The project did not meet its objective that 75 percent of the participating students would show a significant improvement in English language skills as measured on the Language Assessment Battery. However, students did show a mean increase in English language skills. The project did not meet its content area objective that at least 70 percent of the students would pass their courses in mathematics, science, and social studies. Project CARE failed to submit test data for the Office of Research, Evaluation, and Assessment (OREA) to evaluate the objective that 75 percent of the students would demonstrate an improvement in their attitude toward their heritage. The project only partially met its proposed objective that there would be a significant difference in attendance rate between project and mainstream students. While participating students' attendance

was higher than that of mainstream students at both sites, the difference was statistically significant at Eastern District High School only. The dropout rate of participating students was lower than that of mainstream students, so Project CARE met its dropout rate objective. Since project students met regularly with guidance counselors, grade advisers, and the resource specialist, Project CARE met the support services objective. Project CARE also met its extracurricular activities objectives. OREA was unable to determine whether the project met its attitudes toward school and heritage objectives because the inventories postulated in the objectives were unavailable. Other measurements, however, indicated that students did show markedly improved attitudes in these areas. OREA could not evaluate the parental involvement objective because the project did not report the necessary data for comparison with mainstream parent attendance. It was clear, however, that parental involvement in the project's activities went far beyond that required by the objective. The project did not have access to the inventory required to assess staff awareness of pupils' needs and problems, therefore OREA could not assess this objective. The project did not propose a staff development objective, but many activities were offered.

According to the director, one of Project CARE's strong points was its introduction of students to the city in a series of field trips. Another strong point was the program of guest speakers who introduced students to careers in the work world.

The conclusions, based on the findings of this evaluation, lead to the following recommendation:

- Devise instruments capable of measuring objectives on attitudes, and lower anticipated percentages for meeting academic objectives, considering the population served.

TABLE OF CONTENTS

	<u>PAGE</u>
I. INTRODUCTION	1
History of the Program	2
Setting	2
Participating Students	2
Staff	4
Delivery of Services	5
Report Format	5
II. EVALUATION METHODOLOGY	6
Evaluation Questions	6
Process/Implementation	6
Outcome	6
Evaluation Procedures	7
Sample	7
Instruments	7
Data Collection	7
Data Analysis	7
Limitations	8
III. EVALUATION FINDINGS: IMPLEMENTATION	9
Student Placement and Programming	9
Instructional Activities	9
English as a Second Language	9
Native Language Arts	10
Content Area Subjects	11
History and Culture	12
Noninstructional Activities	12
Support Services	12
Extracurricular Activities	13
Staff Development	14
Staff Awareness	14
Parental Involvement	15
IV. EVALUATION FINDINGS: OUTCOMES	17
Instructional Activities	17
English as a Second Language	17
Native Language Arts	17
Content Area Subjects	19
Noninstructional Activities	19
Attendance	19
Dropout Rate	21
Attitudes	22
V. CONCLUSIONS AND RECOMMENDATIONS	23

LIST OF TABLES

	<u>PAGE</u>
TABLE 1: Number of Program Students by Age and Grade	4
TABLE 2: Pretest/Posttest N.C.E. Differences on the Language Assessment Battery, by Grade	18
TABLE 3: Passing Rates in Content Area Subjects	20

I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII project, Career Awareness and Resource Education (Project CARE), at Flushing High School in Queens and Eastern District High School in Brooklyn. The program was in the first year of a three-year funding cycle.

Project CARE was designed to reach a growing number of students of limited English proficiency (LEP) who had been academically unsuccessful. At both sites, more than 40 percent of the LEP students had failed English and native language courses. These students not only lacked English skills, but many had not had formal education in their native language. Project CARE provided services to keep this at-risk population in school by helping them pass classes in the bilingual program, with the ultimate goal of entering mainstream classes.

The project provided basic skills and support services to Spanish-speaking LEP students. Due to demographic changes and subsequent decreases in enrollment, the program was unable to serve the number of Chinese students originally proposed; after approval from Washington, this component of the program was dropped and 100 Hispanic students added instead.

Project CARE provided instruction in English as a Second Language (E.S.L.); Native Language Arts (N.L.A.); and science, mathematics, social studies, and preoccupational training (business, law, or health-related careers) in the native language. Project students took art, music, and physical

education in mainstream classes, assisted by individualized instruction. Successful professionals acted as mentors, introducing students to the world of work.

HISTORY OF THE PROGRAM

This was Project CARE's first year of operation. Both sites had previously hosted other bilingual programs.

Due to the demographic changes mentioned above, only 53 of 83 Chinese students at Flushing High School were classified as LEP. Therefore, the project obtained the approval of the federal government to eliminate Chinese programming. An additional 100 Hispanic LEP students were targeted at Eastern District High School instead.

SETTING

Flushing High School is located on a main commercial thoroughfare in Queens. The surrounding area is a low- to middle-income racially mixed neighborhood. The school's population in the 1988-89 school year totalled 1,822, 26 percent (474) of whom were LEP.

Eastern District High School is located in a commercial area of Brooklyn surrounded by low-income housing, including a nearby city housing project. The school's population totalled 2,868 in 1988-89, of whom about 20 percent (550) were LEP.

PARTICIPATING STUDENTS

Project CARE served a total of 425 Hispanic LEP students in the ninth through twelfth grades. Thirty percent were over-age

for grade. (See Table 1.) All students were eligible for the free school lunch program, an indication of family income at the poverty level. Many lived in crowded, substandard conditions.

The English proficiency of program students varied, but all had to take E.S.L. classes. Native language proficiency depended on the amount of education students received in their native countries.

STAFF

Project CARE's Title VII staff consisted of a project director, two resource teachers, and two educational assistants.

Each site was staffed by a part-time (80 percent) resource teacher and a full-time paraprofessional. The assistant principal of foreign languages at each school supervised the teaching staff and served as liaison between the schools' administrations and the program at each site. The resource teachers provided counseling and tutoring and served as site coordinators--in conjunction with the project director--of student activities, career education, staff development, and parent activities. The resource teacher at Flushing High School also did Language Assessment Battery (LAB) testing and coordinated the Bilingual Education Student Information Survey (BESIS). The resource teacher at Eastern District High School also taught one E.S.L. class. The paraprofessionals at Flushing and Eastern District High Schools assisted in four periods of classroom instruction daily, tutored in the resource room, and assisted in project administration the remainder of the time.

TABLE 1

Number of Program Students by Age and Grade^a

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	2	0	0	0	2
14	21	0	0	0	21
15	37	13	0	0	50
16	61	28	8	0	97
17	55	47	13	0	115
18	13	34	22	8	77
19	1	21	14	5	41
20	0	3	8	2	13
21	0	0	0	1	1
22	0	0	0	1	1
TOTAL	190	146	65	17	418 ^b

Over-Age Students

Number	58	41	21	8	128
Percent	30.5	28.1	32.3	47.1	30.6

Note. Framed boxes indicate expected age range for grade.

^aAs of June 1989.

^bData were missing for seven students.

- Most program students were in the ninth and tenth grades.
- One third of program students were over-age for their grade.

DELIVERY OF SERVICES

Project CARE provided intensive E.S.L. and N.L.A. instruction as well as subject instruction in Spanish. Paraprofessionals translated when necessary. The project had intended to use an individualized instructional approach but found it difficult to implement. Instead, project staff gave students individual attention through tutoring and assistance with homework and classwork.

REPORT FORMAT

This report is organized as follows: Chapter II describes the evaluation methodology; Chapter III presents an analysis of the qualitative findings of the evaluation; Chapter IV offers an analysis of the student outcome data; and Chapter V gives conclusions and recommendations based upon the results of the evaluation.

II. EVALUATION METHODOLOGY

EVALUATION QUESTIONS

The evaluation assessed two major areas: program implementation and outcomes. Evaluation questions included:

Process/Implementation

- Did the program select students for participation according to specific criteria?
- Did the project implement the instructional activities to increase English language development as proposed?
- Did the project implement the instructional activities to increase skills in the native language as proposed?
- What support services did the project offer to participating students?

Outcome

- What percentage of students made significant gains on the English version of the LAB?
- What percentage of students made significant gains on the Spanish version of the LAB?
- What percentage of students passed their content area courses in mathematics, science, and social studies?
- Did students' attitudes toward school and their native culture and history improve during the year?
- How did the attendance rate of participating students compare to that of mainstream students?
- How did the dropout rate of participating students compare to that of mainstream students?

EVALUATION PROCEDURES

Sample

The OREA field consultant visited both project sites, where he interviewed the principals and two assistant principals. He observed two classes at Flushing High School and three at Eastern District High School. He interviewed the resource teachers, the project director, and both paraprofessionals. OREA provided a student data form for each participant both semesters; Project CARE returned 418 of these forms.

Instruments

OREA developed interview and observation schedules for the field consultant and a questionnaire for the project director. Project personnel completed OREA-developed student data forms each semester.

Data Collection

The field consultant visited the schools during May and June. The project returned the director's questionnaire and the student data forms in February and June.

Data Analysis

OREA used the LAB to assess improvement in English proficiency. Project CARE students were tested at grade level each spring. Students' raw scores were converted to Normal Curve Equivalent (N.C.E.) scores, which have multiple advantages over other scoring methods. They are standard, normalized, and form an equal interval scale. ("Standard" indicates that the

unit of measurement is a fraction of the standard deviation of the original distribution of raw scores; "normalized" refers to the fact that the scale is adjusted for the norm group so that its distribution has the shape of a normal distribution; and "equal interval scales" allow for legitimate aggregation or averaging of scores.) Project students' N.C.E.s indicated their standing in relation to the national average of 50.

To assess the significance of students' achievement in English, OREA computed a correlated t -test on LAB N.C.E. scores. The t -test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected by chance variation alone.

To insure representative achievement data, OREA included only those students who had been in the program for at least five months and had attended classes for at least 100 school days. OREA extrapolated to estimate full-year scores of late-arriving and early-exiting students.

Limitations

Since all LEP students are entitled to receive bilingual and E.S.L. services, OREA was unable to select an equivalent control group. However, the use of two sets of data, as outlined above, served in lieu of a control group.

III. EVALUATION FINDINGS: IMPLEMENTATION

STUDENT PLACEMENT AND PROGRAMMING

Students were eligible to participate in Project CARE if they scored below the twenty-first percentile on the Language Assessment Battery (LAB).^{*} Other factors determining inclusion in the program were a score below 60 percent on Spanish LAB, recommendation from a guidance counselor or teacher, and two or more failures in academic subjects.

INSTRUCTIONAL ACTIVITIES

The project offered instructional activities in E.S.L., N.L.A., and the content areas.

English as a Second Language

At both schools, the E.S.L. curriculum consisted of a one-semester preliteracy course; beginning, intermediate, advanced, and transitional E.S.I.; and a one-semester E.S.L. speech clinic for advanced students.

In the preliteracy class, students who were functionally illiterate in Spanish and English learned English survival skills. The first three levels of regular E.S.L. provided students with basic reading and writing skills and prepared them

^{*}The Language Assessment Battery (LAB) was developed by the Board of Education of the City of New York to measure the English-language proficiency of non-native speakers of English in order to determine whether they can participate effectively in classes taught in English. Students scoring below the twenty-first percentile on the LAB are entitled to bilingual and E.S.L. services.

for the Regents Competency Test (R.C.T.). The transitional courses were designed for students who would soon be mainstreamed.

An OREA field consultant observed an intermediate E.S.L. class of 23 students at Flushing High School. Six of the students were in Project CARE. The teacher introduced the lesson on reading comprehension by presenting new vocabulary and its grammatical usage. Individual students read aloud. The teacher asked comprehension questions and students responded. A paraprofessional circulated in the classroom, keeping students on task and making sure they understood the lesson.

Native Language Arts

Flushing and Eastern District High Schools each offered a preliteracy course for students who were functionally illiterate in Spanish. Each school also offered an advanced placement Spanish literature course. Both schools offered six year-long N.L.A. courses.

At Eastern District High School, the OREA field consultant observed a preliteracy N.L.A. class for ninth, tenth, and twelfth grade program students. The lesson was on poetry. Students read poems, reviewed vocabulary, discussed content, and answered questions from their worksheet. All classroom exchange was in Spanish. A paraprofessional was in the classroom, helping students with the lesson.

Content Area Subjects

Each high school offered project students content area courses taught bilingually or with an E.S.L. approach. Bilingual content area courses included mathematics, science, social studies, and hygiene. Eastern District High School also offered bilingual business courses in accounting, keyboarding, stenography, bookkeeping, and word processing. Classes taught using E.S.L. methodology included typing, art, music, and health.

At Eastern District High School, the OREA field consultant observed a mathematics class with 11 students present. The students were learning how to simplify fractions. The teacher demonstrated on the chalkboard, then continued with a handout of questions in English. The lesson and students' responses were in Spanish.

The OREA field consultant also observed a bilingual American history class. Nine program students were among the 19 students present. The lesson was "The History of the Standard Oil Company: The Rise of a Monopoly." The students read from a handout, then answered comprehension questions. The class discussed the answers, and the teacher wrote a summary on the chalkboard. The interchange was in Spanish.

At Flushing High School, the consultant observed a bilingual general science lesson, on blood. Twelve program students were among the 20 students in the classroom. The teacher summarized the lesson in Spanish on the chalkboard; the students copied in their notebooks. The students later read their textbooks,

discussed what they had read, and answered questions. All communication was in Spanish.

The consultant also observed a bilingual science class on genetics, which was held in the computer lab. The teacher demonstrated computer management techniques. A lab assistant, a paraprofessional, and the teacher circulated among the students, who worked on 17 computers.

History and Culture

Project CARE incorporated lessons on the history and culture of students' home countries at each site. In the transitional E.S.L. classes, discrete lessons were dedicated to Latin American history and culture as part of the multicultural education effort, and the N.L.A. Spanish classes incorporated the history and culture of the Latin American world into the curriculum. This was reflected in the titles of N.L.A. texts used, such as "El Mundo Hispano", the "Leyendas" series, and "Compendio de la Civilización Española e Iberoamericana."

NONINSTRUCTIONAL ACTIVITIES

The project offered support services as well as extracurricular, staff development, and parental involvement activities.

Support Services

The project's objective stated that:

- All graduating students will meet with the bilingual career specialists for advisement at least three times during the year.

Project students at both sites had access to counselors in the guidance department. At Flushing High School, Project CARE offered students professional and peer tutoring, part-time employment, college advisement, and referrals to outside agencies for further assistance. Eastern District High School offered after-school remediation, peer and professional tutoring, and counseling and college advisement by the resource teacher as well as outside counseling.

Every graduating participant (about 35 students) met twice with guidance counselors or grade advisors, once with the college advisor, and twice with the project's resource specialist. They made other visits as well, but in an informal and non-documented manner. All other project students met a minimum of two times with the bilingual career specialist.

Project CARE met its support services objective.

Extracurricular Activities

- The program will organize at least two field trips for the targeted students at the school sites to historical museums, the United Nations, the White House, etc. to increase their familiarity with American culture and citizenship.
- The program will organize at least one conference for students in which representatives of business and industry will present information on career options and skill requirements.

Both sites offered students a number of field trips. At Eastern District High School, students visited the Museum of Natural History, City College, the United Nations, the Statue of Liberty, and a number of other points of interest around the New

York area. Students at Flushing High School took a walking tour of New York, saw a play at Lincoln Center, visited York College, and took a trip to Philadelphia.

A Bell Telephone employee, a Navy pilot, and a police officer spoke to students at Eastern District High School. Flushing High School students attended lectures in Spanish from a journalist, a Bell Telephone employee, and a travel agent; an IBM employee and a hospital worker lectured in English and Spanish.

The project met both its extracurricular objectives.

Staff Development

Although Project CARE did not propose specific staff development objectives, Title VII staff and teachers affiliated with the project at both sites attended monthly departmental meetings. Topics included such things as substance abuse and second-language instruction. The staff also attended workshops, including a staff-development day at both schools and a computer-training session at Flushing High School. Project staff and participating teachers also attended conferences outside their schools.

Project CARE offered its staff and participating teachers the opportunity to take relevant university courses. A large number of individuals took advantage of this option.

Staff Awareness

The program objective for staff awareness was:

- Eighty percent of the staff in the program will demonstrate an increase in awareness of pupil needs and

problems as indicated by a five-point scale of problems and needs inventory.

The project developed some initiatives to promote a more positive attitude towards bilingual education among school staff. They distributed materials dealing with bilingual education and the special needs of bilingual students, and provided information on project activities and services. However, project staff did not have access to the problem and needs inventory, and so could not administer it. Therefore, OREA could not assess this objective.

Parental Involvement

The program objective for parental involvement was:

- The proportion of program students' parents who participate in Open School Day/Evening will be equal to or greater than the proportion of mainstream students' parents who participate in this activity.

To encourage parent involvement, the project set up a Parent Advisory Committee (PAC) that met four times during the year at each site. From seven to 28 parents attended each of these.

Project CARE offered E.S.L. classes to parents and also provided them with counseling. E.S.L. classes were offered on two levels at Flushing High School initially, but low attendance caused the project to combine them into one class. Seventeen parents attended. At Eastern District High School, the project held a combined E.S.L. class with an attendance of 25 parents.

The project rallied parent participation for chaperoned field trips to Albany, to "Repertorio Español," and for a walking

tour of Manhattan. Students interviewed at least 15 parents for articles in the project magazine "El Camino Real".

It is clear that parental involvement in the project's activities went far beyond that required by the objective.

IV. EVALUATION FINDINGS: OUTCOMES

INSTRUCTIONAL ACTIVITIES

Project CARE offered instructional objectives in E.S.L., N.L.A., and content area subjects.

English as a Second Language

The evaluation objective for the development of English language skills was:

- Seventy percent of project students will show a significant improvement in English language skills as measured by the English version of the LAB.

Project CARE provided complete LAB pre- and posttest scores for 222 students in grades 9 through 12. Although gains for students in grades 10 and 11 were statistically significant ($p < .05$) and the mean N.C.E. gain for all students was 2.4 (s.d.=10.7), also significant, only 43 percent of the total number of project students made gains on the LAB. (See Table 2.) Therefore, the project did not meet its E.S.L. objective.

Native Language Arts

- Seventy-five percent of the Spanish-dominant participants will demonstrate a significant increase in Spanish language achievement as indicated by improvement at the .05 level of significance on the Spanish LAB when results are analyzed using a correlated t -test.

The project submitted Spanish LAB pretest data for 137 students and posttest data for 101 students. However, matching scores were available for only 32 students. The mean N.C.E. gain

TABLE 2

Pretest/Posttest N.C.E. Differences on
Language Assessment Battery, by Grade.

Grade	Number of Students	Pretest		Posttest		Difference		t value	Proportion of Students Making Gains
		Mean	S.D.	Mean	S.D.	Mean	S.D.		
9	78	6.8	8.3	7.6	10.2	0.8	9.8	0.7	25.6
10	89	11.5	10.2	14.3	12.5	2.8	11.5	2.3*	50.6
11	42	12.1	11.2	16.8	11.4	4.7	11.2	2.7*	61.9
12	13	9.8	8.8	11.6	11.6	1.8	7.8	0.9	30.8
TOTAL	222	9.9	9.9	12.3	12.0	2.4	10.7	3.3*	42.8

*p<.05.

- While gains on the LAB were significant, less than 70 percents of the students showed gains; Project CARE did not accomplish its E.S.L. objective.

for this group was 8.8 (s.d.=13.4), which was statistically significant ($p < .05$).

For this group of project students, Project CARE met its N.L.A. objective.

Content Area Subjects

- At least 70 percent of all targeted students will score at or above the passing criterion of 65 in the content area subjects of mathematics, science, and social studies.

Project CARE selected its students from among those who had been academically unsuccessful. It was not surprising, therefore, that less than 70 percent of those taking mathematics, science, and social studies passed the classes each semester (see Table 3). Project CARE failed to meet its content area objective.

NONINSTRUCTIONAL ACTIVITIES

Project CARE proposed noninstructional objectives for attendance, dropout rate, attitudes towards their own heritage, and attitudes toward school.

Attendance

The evaluation objective for attendance was:

- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students.

The project returned attendance data for 309 students, whose mean attendance rate was 90.2 percent (s.d.=10.7). To assess the objective, OREA computed a z -test for the significance

TABLE 3

Passing Rates in Content Area Subjects

Content Area	Fall		Spring	
	Number of Students	Percent Passing	Number of Students	Percent Passing
Mathematics	249	51.8	208	38.5
Science	158	49.0	123	45.5
Social Studies	220	58.2	223	56.1

- Project CARE students did not meet the content area objective in any subject.

of a proportion. This procedure determines whether the difference between one proportion (the program's attendance) and a standard proportion (the school's attendance) is greater than can be expected by chance variation. The average daily attendance rate at Eastern District High School was 78.4 percent. At Flushing High School, the average rate was 89.1 percent. For project students these percentages were 88.5 ($z= 3.30$, significant at .05), and 92.9 ($z= 1.27$, nonsignificant). Since the objective was for a significant difference between school and project attendance, Project CARE met its attendance objective for Eastern District High School only, even though attendance at the Flushing High School site was high.

Dropout Rate

- Program students will have a significantly lower dropout rate than similar nonprogram students.

At Flushing High School, only one of the 126 project students dropped out; of the 257 students at Eastern District High School, only four dropped out. This yielded dropout rates of 0.8 and 1.6 percent, respectively. The dropout rates for mainstream students at Flushing and Eastern District High Schools during the 1988-89 school year were not available. Instead, OREA used data from 1987-88, when the dropout rates at Eastern and Flushing High Schools were 12.4 and 5.0 percent, respectively. Assuming there was no drastic drop in the mainstream dropout rates during the 1988-89 school year, the project met the objective.

Attitudes

The evaluation objectives for attitudes toward school and towards students' own heritage were:

- Seventy-five percent of all target students will demonstrate an improvement in attitude toward school as indicated by results on a five-point scale inventory to measure interest in continuing education beyond their present grade, tabulating growth from pre- to posttesting and ascertaining the percentage of students gaining one scale point or more.
- Seventy-five percent of all target students will demonstrate an improvement in attitude toward their heritage as indicated by result on an appropriate Language Cultural Heritage Attitude Scale, tabulating growth from pre- to posttesting and ascertaining the percentage of students gaining one scale point or more on a five point scale.

The inventories mentioned in the objectives were

- unavailable, therefore project staff used attendance records for program activities to assess students' improved attitude toward school and heritage. Prior to their participation in the project, students were not involved in any school activities. Project CARE's career and cultural activities motivated them to participate in field trips, international festivals, career fairs, visits to colleges and work sites, the publication of two project magazines, monthly incentive contests, and to act as service aides in the schools and in the project's office.

Thus, it can be said that Project CARE was successful in achieving an improved attitude toward school and toward students' own heritage, and that it would have met both objectives, had the proper instruments been available.

V. CONCLUSIONS AND RECOMMENDATIONS

In its first year of operation, Project CARE offered E.S.L., N.L.A., content area, preoccupational instruction, and support services to 425 Hispanic LEP students. The project also provided staff development activities and activities for parental involvement.

The project met its objectives for N.L.A., extracurricular activities, and dropout rates. It met its objective for attendance at one site, and showed a high rate of attendance at the other although the difference between it and the, schools was not statistically significant. Project CARE failed to meet its content area or E.S.L. objectives, although students showed gains in English language skills. Since project students met regularly with guidance counselors, grade advisors, and the resource specialist, Project CARE met the support services objective. OREA was unable to determine whether Project CARE was successful in meeting its objectives in parental involvement and student attitudes, because the project did not provide the necessary data. However, it was clear that parental involvement in the project's activities was far greater than that required by the objective and that students evidenced improved attitudes toward school and their own heritage.

One of the project's strong points, according to the director, was the exposure it gave the students to cultural activities in New York City. Speakers also introduced students to possible career paths.

The conclusions, based on the findings of this evaluation, lead to the following recommendation:

- Devise instruments capable of measuring objectives on attitudes, and lower anticipated percentages for meeting academic objectives, considering the population served.